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ABSTRACT

The Public Law 89-313 Instructional Support Program is a federally funded program that serves handicapped students who were enrolled in state-operated or state-supported settings for a minimum of 1 year and then transferred to a New York City public high school. The 1986-87 program emphasized teacher training, consisting primarily of in-class support, consultation, and workshops. Students received special education services based on Individual Education Plans (IEP) that took into consideration their skills and abilities. The program's stated evaluation objective was that 75 percent of students whose teachers were assisted by the program would achieve their IEP objectives in the subjects in which their teachers received instructional support. During the 1986-87 school year, in which 201 students enrolled in 75 high schools received services from participating teachers, 81 percent of the students met all of their IEP objectives. Interviews with a sample of supported teachers and assistant principals indicated that the assistance which teacher trainers provided was viewed positively. This evaluation report focuses on program structure and implementation, analysis of outcome data, and recommendations. (JDD)

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PUBLIC LAW 89-313
INSTRUCTIONAL SUPPORT PROGRAM
1986-87
END-OF-YEAR REPORT

OEA Evaluation Report

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EC 212139

Evaluation Section Report
Robert Tobias, Administrator
John E. Schoener, Senior Manager

December, 1987

PUBLIC LAW 89-313
INSTRUCTIONAL SUPPORT PROGRAM
1986-87
END-OF-YEAR REPORT

Prepared by the O.E.A.
High School Evaluation Unit

Dolores M. Mei,
Evaluation Manager

Phillip Herr
Evaluation Associate

Basima Ahed,
Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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SUMMARY

The Public Law 89-313 Instructional Support Program (P.L. 89-313) is a federally funded program that serves handicapped students who were enrolled in state-operated or state-supported settings for a minimum of one year and then transferred to a New York City public high school. During the 1986-87 school year, 201 students enrolled in 75 high schools received services from teachers supported by P.L. 89-313 teacher trainers.

PROGRAM DESCRIPTION

The 1986-87 program emphasized teacher training for classroom teachers who worked with P.L. 89-313 eligible pupils. This assistance consisted primarily of in-class support, consultation, and workshops. Students received services based on an Individual Education Plan (I.E.P.) that took into consideration their skills and abilities.

PROGRAM GOALS

The program's goal was to train the teachers of special education students who had previously been enrolled in state-supported or state-operated private schools. The program's stated evaluation objective was that 75 percent of P.L. 89-313 students whose teachers were assisted by the program's teacher trainers would achieve their I.E.P. objectives in the subjects in which their teachers received instructional support.

CONCLUSIONS AND RECOMMENDATIONS

The program achieved its specific evaluation objective: 81 percent of P.L. 89-313 students met all of their I.E.P. objectives and an additional ten percent met some of their I.E.P. objectives. Interviews with a sample of supported teachers and assistant principals indicated that the assistance teacher trainers provided was viewed positively.

Among the recommendations included in the report are the following:

- Increase the amount of in-service training provided to teacher trainers. This could include more time for central meetings as well as workshops on innovative techniques or new developments in the field such as computer software.

- Establish a guidance or transitional period for students receiving program services in order to ease their transition to school.

- Modify trainers' responsibilities when necessary so that they can devote more time to particular sites.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School and Categorical Programs Evaluation
Albany, New York 12234

ANNUAL FEDERAL EVALUATION REPORT OF PROGRAMS FOR PUPILS WITH HANDICAPPING CONDITIONS

1986-87

I. PROJECT IDENTIFICATION INFORMATION
(Indicate the project number and the twelve-digit SED Basic Educational Data System (BEDS) Number.)

A.

	Program Code	Fiscal Year	Sequence Number
Project Number	45	87	9277
SED Number	300000	01	0000

B. Program Title ECIA, Chapter 1, Programs for Handicapped Students (P.L. 89-313)

C. Educational Agency Board of Education, City of New York

Address 110 Livingston Street (Street) Brooklyn (City) 11201 (Zip) Kings (County)

D. Director and/or Coordinator of Project or Contact Person

Name Frances Yauch Title Career Education Administrator, High School Office for Special Education Administrator

Address 110 Livingston Street (Street) Brooklyn (City) 11201 (Zip) Phone (718) 935-3425 (Area Code) (Number) (Ext.)

II. PROJECT PARTICIPANT INFORMATION

TYPE OF HANDICAPPING CONDITION

Autistic	Emotionally Disturbed	Learning Disabled	Mentally Retarded	Deaf	Hard of Hearing	Speech Impaired	Visually Impaired	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf & Blind	Total

Children Participating

Age	Number of Children Participating by Type of Handicap													
0-4														
5-11														
12-21	0	78	68	44	0	0	0	0	0	6	5	0	0	201
Total	0	78	68	44	0	0	0	0	0	6	5	0	0	201

III. PROJECT PARTICIPANT ACHIEVEMENT INFORMATION

Indicate in column "A" the number of pupils actually serviced in each curriculum area. In column "B" indicate the number of pupils who met 75% of their objectives in each of the curriculum areas. Use the following example in completing the table below. A school district proposed that 20 children would be instructed in socialization skills. However, 18 children were actually instructed. Out of the 18 children instructed, 12 of them met 75% of their objectives in socialization. Example:

Code	Curriculum Area	A	B
07	Socialization	18	12

Code	Curriculum Area	Number of Pupils A	Number of Pupils B
	CULTURAL ENRICHMENT		
01	Music		
02	Arts/Crafts		
03	Drama		
04	Dance		
05	Other Cultural Studies		
	AFFECTIVE AREA		
06	Maladaptive Behavior Extinction/Emotional Control		
07	Socialization		
	INDEPENDENT LIVING SKILLS		
08	Personal Hygiene/Health Care (Activities of Daily Living)		
09	Societal/Survival		

Code	Curriculum Area	Number of Pupils A	Number of Pupils B
	ACADEMIC SKILLS		
10	Readiness (Reading and Mathematics)		
11	General Cognitive Readiness		
12	Reading	22	20
13	Mathematics	29	22
14	Science	18	16
15	Social Studies	21	15
16	English Language Arts/ Spelling/Writing	50	38
17	English as a Second Language (ESL)		
18	Speech (Processes and Correction)		
19	Communication/Language Development (Verbal and Nonverbal)	11	8

Code	Curriculum Area	Number of Pupils A	Number of Pupils B
	HEALTH, PHYS. ED. & RECREATION		
20	Physical Education	8	7
21	Drug Education		
22	Family and Sex Education		
23	Leisure Activities and Pursuits		
24	SENSORY AND MOTOR DEV. Auditory (Perception & Processing)		
25	Visual (Perception & Processing)		
26	Motor Development		
27	Other Sensory Development		
	VOC./OCC. EDUCATION		
28	Career Education	33	33
29	Domestic Arts (Home Economics, Industrial Arts)		
30	Vocational/Occupational/Workshop/ Work Activities/Work Study	6	6

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I. INTRODUCTION

PROGRAM BACKGROUND

The Public Law 89-313 Instructional Support Program is a federally funded program that supplements local and state efforts to provide education to handicapped children who were enrolled in state-operated or state-supported settings for a minimum of one year and then transferred to a public high school in one of New York City's five boroughs. During the 1986-87 school year, the program received $312,352. As in previous years, students received services based on an Individual Educational Plan (I.E.P.), which was determined by school staff, a child's parents and, when appropriate, the student.

The 1986-87 program, as in 1985-86, continued to emphasize teacher training for classroom teachers who worked with P.L.89-313 eligible students. This assistance primarily consisted of in-class support, consultation, and workshops. Instructional supplies and materials were also provided. These types of assistance were deemed especially necessary in view of the situation in the schools, where program administrators estimate that approximately 30 percent of special education teachers had one year or less of teaching experience.

EVALUATION OBJECTIVE

The P.L. 89-313 Instructional Support Program had the following evaluation objective:

- By June 1987, 75 percent of P.L. 89-313 students whose teachers are supported by the program's teacher trainers will achieve their I.E.P. objectives in the subjects in

which the P.L. 89-313 teacher trainers provide instructional support.

SCOPE OF THE EVALUATION

The evaluation team collected a variety of qualitative and quantitative data to assess the program. Quantitative data consisted of rosters of students served, the services they received, and the number of I.E.P. objectives they achieved.

An evaluator visited a sample of schools to interview school-based personnel directly providing services to students. The evaluator interviewed 24 teachers, six teacher trainers, and nine special education assistant principals. Teacher interviews focused on services provided to students, assistance teachers received from teacher trainers, perceived student changes, program strengths and weaknesses, and suggestions to improve services. Teacher trainer interviews focused on contacts with school staff, program implementation, identification of eligible students, and recommendations to improve the program. Interviews with special education assistant principals focused on the way the program was accepted at the school, perceived student changes, program strengths and weaknesses, and suggestions as to how the program could better use its resources.

Quantitative data on the 201 students served by the program were collected from teacher-prepared records. These data included information about the way students were referred to the program, the emphasis of supported courses, and student grades in those classes. Teacher trainers provided data on the frequency

of their site visits, the purpose of visits, and the types of materials distributed.

SCOPE OF THIS REPORT

This report consists of four chapters. A description of program structure and implementation is presented in Chapter II. Outcome data are analyzed in Chapter III. Conclusions and recommendations are found in the report's final chapter.

II. PROGRAM IMPLEMENTATION

The P.L. 89-313 program provided support to 201 students who had been previously enrolled in state-supported or state-operated private schools and who, during the 1986-87 school year, were enrolled in N.Y.C. public schools. Six teacher trainers were responsible for providing program services and conducting training sessions for 139 teachers of P.L. 89-313 students in 75 schools. Training focused primarily on helping teachers use I.E.P.s as the basis for structuring lessons, observing students and teachers in the classroom, and providing teachers with appropriate materials. Each borough's Special Education Assistant to the Superintendent oversaw the program's day-to-day activities. The Division of High School's Office of Special Education Operation was ultimately responsible for program administration.

SITES

Teacher trainers worked with all schools in which one or more P.L. 89-313 student was enrolled. Program administrators assigned one teacher trainer to each region with the exception of Queens, where they assigned two trainers. The schools served by program staff are broken down by region in Table 1. As shown in this table, six teacher trainers provided services to the teachers of 201 students in 75 schools.

Table 1

The Distribution of Schools and Students by Region and Teacher

Regions	Schools	Number of Students
Manhattan	13	33
Bronx	13	14
Brooklyn	14	56
Brooklyn and Staten Island	13	28
Queens[a]	11	20
Queens[a]	11	50
Total	75	201

[a] Queens sites were assigned two teacher trainers because of the large number of sites within that region.

- Six teacher trainers provided services to the teachers of 201 students in 75 high schools.

STUDENT SELECTION

Students were identified as eligible for services on the basis of having previously attended state-operated or state-supported private schools for at least one year. Once handicapped students leave those settings, they are added to a list of students eligible to receive P.L. 89-313 services that is compiled by the state and sent to the Division of Special Education. This list provides an initial estimate of the number of students eligible for services under P.L. 89-313 and who are attending public schools. Additional students are added to the list as they are identified in the schools. Records maintained by school staff indicate that 96 percent of the program students were identified by school staff when classes began.

STAFF

The P.L. 89-313 program was funded to provide six teacher trainer positions. The Division of High Schools Office of Special Education Operations, which oversaw the procuring of funds, conducted centralized meetings for teacher trainers, monitored general record-keeping, and selected the teacher-trainers although the local borough's special education assistant to the superintendent provided day-to-day supervision of the teacher trainers. Teacher trainers met once a month to discuss issues related to their school-based tasks.

Four of the teacher trainers had acted in that capacity during the previous year, thus giving them detailed familiarity

with the program. Trainers participated in monthly staff meetings as well as staff development meetings and workshops. Teacher trainers also reported receiving support from their respective borough superintendents' office when needed. The assistant principal for special education at each school also assisted in the program, primarily by identifying students and recommending teachers who would benefit from teacher trainers' assistance.

INSTRUCTIONAL SUPPORT ACTIVITIES

The purpose of the Instructional Support Program was to help teachers of P.L. 89-313 students provide appropriate instruction to students in their schools. Consequently, teacher trainers' primary responsibilities were to visit sites where they observed classes, consulted with teachers, and conducted workshops. Each teacher trainer was responsible for an average of 12.6 sites; at those sites, they worked with an average of 34 students. The number of times teacher trainers visited a particular site depended on several factors: the number of students and teachers at that site and the needs of students, including the severity of their handicaps or behavioral problems. In some cases, teacher trainers visited a site with an especially needy student as often as once a week while others were visited once every three to four weeks. In general, trainers reported visiting sites two or three time per month.

TEACHER TRAINING

Teacher trainers worked with teachers on an individual basis and also conducted workshops for groups of teachers. A total of 139 teachers received training through the program. One of the program goals was to assist inexperienced teachers by providing appropriate staff development; 37 percent of the teachers trained had four or fewer years of teaching experience.

Teacher trainers contacted school staff during the first month of classes. Their first task was to identify students from the initial student roster, and then to work with assistant principals and teachers to identify other eligible students within the schools. Teacher trainers reported that the majority of their time was spent providing in-class assistance and consultation with teachers. Once eligible students and individual teachers were identified at a school, trainers periodically reviewed students' progress to assess whether short-term objectives were achieved. They also recommended new instructional materials and observed in-class activities as well as used demonstration lessons to illustrate innovative teaching techniques.

The goal of these training sessions was to help teachers better meet student individualized goals as reflected in I.E.P.s. One teacher trainer commented that these sessions were crucial for new teachers, who were appreciative of assistance formulating realistic and attainable I.E.P. goals and planning

core curriculum. Experienced teachers were reported to be more interested in innovative classroom approaches and new materials such as computer software.

Teacher trainers also organized workshops to enhance support instruction and to serve program students. Workshop topics included: classroom management, lesson planning and implementation, disciplinary techniques, motivating students, and I.E.P. "phases," i.e., steps involved in helping students attain their specific objectives over the course of an academic term. Trainers also used workshops to disseminate general information on student needs assessment and related instructional materials.

Teacher trainers also provided instructional materials to program teachers. These materials were chosen on the basis of recommendations made by assistant principals, teachers, and central staff. Teacher trainers also obtained sample materials and distributed them to teachers for comments. One program teacher noted that the teacher trainer he worked with provided another type of assistance, namely modifying materials he used with mainstream students. Other materials trainers provided included computer software, calculators, maps and globes, films, Metro-Guide books, teacher manuals, and related books for classroom use.

To sum up, teacher trainers and P.L. 89-313 staff provided ongoing services that enriched classroom activities. This assistance permitted new teachers to adapt to their roles and helped to minimize what one trainer termed as "burn out" among

experienced teachers.

Assistant Principal's Role

Special Education assistant principals also played an important role in implementing the P.L. 89-313 program in the schools. Specifically, they mediated between teacher trainers and classroom teachers by identifying teachers needing assistance. They also identified students eligible for program services. Teacher trainers worked closely with A.P.s to implement I.E.P.s and lesson plans. In addition, A.P.s coordinated workshops held at their schools that discussed issues of interest to P.L. 89-313 teachers and other special education staff. A.P.s also observed classes with teacher trainers in order to assess students' academic progress and teacher effectiveness in meeting I.E.P. objectives. Finally, A.P.s coordinated conferences at which students' annual progress was evaluated.

III. OUTCOME DATA

EVALUATION OBJECTIVE

The program's evaluation objective stated that by the end of the 1986-87 school year, 75 percent of P.L. 89-313 students whose teachers were supported by the program's teacher trainers would achieve their I.E.P. objectives in the subjects in which the teacher trainers provided instructional support. I.E.P. objectives were generally straightforward; several examples noted on student data records were: performing four basic operations using fractions; identifying and counting the numbers from one to 40 in Spanish; writing sentences using proper subject-verb agreement; and identifying the sequence of events that led directly to World War II. As indicated in Table 2, 81 percent of the students met all of their I.E.P. objectives and an additional 10 percent met some of their I.E.P. objectives. These results indicate that the program met its evaluation objective, and that students served by the program attained their individual academic goals. These outcomes represent an improvement from the 1985-86 school year, when 77 percent of the student enrolled in supported classes attained passing grades in those courses.

STAFF PERCEPTIONS

When asked to comment on the assistance provided by teacher trainers, most teachers expressed positive attitudes. Assistant

TABLE 2

The Percentage of Students Meeting Their I.E.P. Objectives By Region and Number of Subjects*

Region	Percentage attaining objectives		
	All	Some	None
Manhattan			
1 - 2 Subjects	77	7	3
3 - 4 Subjects	3	7	-
5+ Subjects	-	3	-
Bronx			
1 - 2 Subjects	30	0	10
3 - 4 Subjects	30	20	-
5+ Subjects	10	-	-
Brooklyn			
1 - 2 Subjects	90	-	10
3 - 4 Subjects	-	-	-
5+	-	-	-
Basis			
1 - 2 Subjects	88	-	12
3 - 4 Subjects	-	-	-
5+ Subjects	-	-	-
Queens			
1 - 2 Subjects	49	3	23
3 - 4 Subjects	9	-	-
5+ Subjects	14	3	-
Combined			
1 - 2 Subjects	71	4	12
3 - 4 Subjects	5	3	-
5+ Subjects	5	2	-
Overall	81	10	8

* Information for 71 students was missing for the following reasons (in order of frequency): student was discharged or transferred to another school, student was graduated, no outcome results were reported, student was not on register, student was decertified, student was excessively absent, or student was deceased.

o For students with complete data, 81 percent met all their I.E.P. objectives. Thus, the program met its evaluation objective that 75 percent of P.L. 89-313 students would achieve the I.E.P. objectives. An additional ten percent met some of their I.E.P. objectives.

principals indicated that supported teachers had more confidence in the classroom and that students' behavior, attendance, and academic performance generally improved. One A.P. noted that P.L. 89-313 students in his school "acted out" less frequently and were less "anti-social" than before they received these services. One physical education teacher observed that program students he worked with attended classes more frequently and also had increased rapport with their peers, both of which contributed to improvement in academic abilities.

Teachers regarded the assistance of teacher trainers as generally positive. One new teacher noted the trainer had been a "tremendous help" in planning and managing classes. Nevertheless, she also noted that the teacher trainer at her school was "spread too thin." Teacher trainers made similar observations. One trainer noted that a great need exists for the type of assistance they provide, but that there was not sufficient time to visit sites as often as necessary. As a result, earlier contacts that required immediate follow-up were sometimes postponed in the interest of visiting other schools.

Teachers commented that another positive contribution made by teacher trainers was their ability to provide constructive criticism of teachers' performance without being viewed as supervisors. This was because trainers maintained open communications with teachers and were generally accessible to them throughout the year.

Perceived program weaknesses included the need to spend more time at individual sites. This could be remedied by either limiting the number of sites served by teacher trainers or by hiring additional teacher trainers. Other budgetary constraints included insufficient funds to purchase materials. Teachers also questioned the program's focus on work with individual teachers and students. Although this aspect of the program was highly regarded, staff members suggested that perhaps broadening the program's scope to include more than one student at a site would be a way of reaching a larger number of students. Program funding guidelines appear to preclude adopting this suggestion, however.

Another related topic mentioned by school-based personnel and trainers was the need to establish a guidance period for P.L. 89-313 students who are being mainstreamed. This would be an addition to current program services and, as recommended by staff, might take the form of a transitional class that would focus on students' individuals academic and social needs.

A final area of concern for teacher trainers was that they be given more time to meet centrally to discuss their tasks and to receive additional training in areas such as new computer software.

IV. CONCLUSIONS AND RECOMMENDATIONS

The Instructional Support program met its evaluation objective. Over 75 percent of the students achieved all of their I.E.P. goals in courses that were supported by the program's teacher trainers. An additional 10 percent met some of their I.E.P. objectives. The services provided by P.L. 89-313 teacher trainers were regarded positively by school staff. Teachers and assistant principals commented that the contributions made by trainers facilitated program students' transition to the public school system, and were instrumental in promoting students' academic success. Trainers provided instructional materials, assisted in designing I.E.P. objectives, and piloted innovative instructional techniques in schools.

The primary program weakness perceived by school staff and teachers trainers alike centered around trainers' obligations to work with a number of sites. Staff believed that these obligations precluded effectively utilizing trainers' skills to the greatest extent possible.

Based on the findings of the evaluation, the following specific recommendations are made:

1. Modify teacher trainers' responsibilities when necessary so that they can devote more time to particular sites.

2. Establish a guidance or transitional period for students receiving program services in order to ease their transition to school.

3. Consider providing additional services, such as working with a variety of special education teachers at one site, that would permit trainers to have an expanded presence in the school.

4. Increase the amount of in-service training provided to teacher trainers. This could include more time for central meetings as well as workshops on innovative techniques or new developments in the field such as computer software.